

Performance Related Pay (PRP) and Teachers' Job Effectiveness in Public Secondary Schools in Rivers State

Nweke Emmanuel Onyekachi (PhD, Fai, Acipm, Mni) and Alasomuka Violet Amiso

Department of Office Technology and Management, Captain Elechi Amadi Polytechnic, Rumuola, Port Harcourt, Rivers State, Nigeria. Department of Educational Management, Ignatius Ajuru University of Education, Port Harcourt, Rivers State, Nigeria.

Corresponding author: emy1242000@yahoo.com

Abstract

The study investigated Performance Related Pay (PRP) and teachers' job effectiveness in public secondary schools in Rivers State. The correlational research design was adopted for the study. This research comprised of teachers in public secondary schools in Rivers State. The population is estimated at 7,123. This study adopted the random stratified sampling technique to select 36 teachers in each of the 23 Local Government Areas in Rivers State, totaling 850 which is about 25% of the total population. The researcher used questionnaire instruments, titled, "Performance Related Pay and Teacher Job Effectiveness Questionnaire, (PRPTJEQ). The instrument was coded with modified 4 point Likert Scale of Strongly Agree (SA) = 4 Point, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (VLE) = 1 point. The instrument was subjected to face and content validation by presenting the instrument to an expert in Measure and Evaluation. The instrument reliability was done using Cronbach Alpha and obtained .973 > .71. Out of 850 copies of questionnaires distributed, 800 representing 94% of the total copies of questionnaire distributed duly returned and completed and the study based its analysis on the 800 returned copies of questionnaire. The research questions were answered using mean and standard deviation at mean benchmark of 2.5 while Pearson Product Correlation Coefficient (PPMC) was to test the null hypotheses at 0.05 levels of significance. The study concluded that Performance Related Pay (PRP) has a significant relationship with teacher job effectiveness in public secondary schools in Rivers State. This implies that the diameter of promotion encourages staff effectiveness. It also means that staff morale can be enhanced when trainings, sponsorship to workshops/conferences, additional work pay are added to staff as fringe benefits. Teachers' job can also be enhanced when they are paid extra salary after the December salary. The study recommended among others that Government should begin effective promotion of teachers in public secondary schools in Rivers State.

Keywords: Performance Related Pay, Teachers, Job, Effectiveness, Public Secondary School, Rivers State.

Introduction

Teachers' effectiveness is essential to emancipate the students and other learners from dysfunctional learning. When a teacher is not effective, there is bound to be poor learning outcomes. One of the measures to ensure teachers perform optimum is reward. Pay reward for performance tend to encourage staff to work more effectively. Teachers in public secondary schools in Rivers State require to be encouraged like their global counterparts. Teachers have been made to work extra hours in Rivers State. They (teachers) have been made to work on weekends without corresponding pay.

Any system that relates the rewards of an individual employee to the performance of the organization that he or she works is called Performance Related Pay (PRP). Such systems are designed to motivate employees and to align their effort more closely with the aims of the organization. The pay is often financial, but it can also be non-financial, anything from human support to material support. Payments under such schemes are usually made separately from regular salary payments. In this way, the recipient appreciates that they are variable, separate and not guaranteed (Tim, 2008). The study focused on promotion, fringe benefits and 13th month dimensions of Performance Related Pay.

Promotion is a major component of Performance Related Pay. When staff performs well, by accomplishing tasks, it is expected that they be promoted or their pay increased. Teachers in public secondary schools in Rivers state require promotion to be effective. When a staff performs creditably, for a statutory period or in-between task, such staff should be promoted to serve as encourage for greater performance. Promotions are expected to reflect on the pay or salary of the teacher and not just on paper. Paper promotion is only pay related when such promotion is implemented and reflected on teachers' salary. A teacher performs task effectively, by having grasp of subject areas, performs extra tasks, works extra hours, abides by organizational culture deserves pay rise (Nweke, 2021).

Fringe benefits refers to compensation which focuses on maintaining the quality in terms of lifestyle as workers, provide them with a certain level of safety and financial security taking into consideration their family relations. Some common examples are; retirement or pension plans, medical insurance, education reimbursement and time off. Fringe benefits are forms of indirect compensation provided for a worker or group of workers as a result of their status as members of the organization (Matthias and Jackson, 2003). Thirteenth Month pay is regarded as extra-gratia paid to employees usually paid after the last salary in a year. It is paid to encourage staff and a show of management that there has been profit. It equally shows that staff performed effectively and therefore should be given extra income to motivate them for greater performance in the coming year.

Statement of the Problem

Performance Related Pay has been found over the years as a motivating factor to staff effectiveness. Pay in any form assessed has been observed to be a motivating item to encouraging staff to perform better in their given roles. Teachers in Rivers State appear not be favoured in terms of performance related pay, even when teachers have been made to work on weekends during Covid-19 regulations. Management has been suspected of continued denial of teachers' promotion, fringe benefits and 13th month. It appears that government of Rivers State has not promoted any teachers for a very long time. Fringe benefits arising from status of teachers' have not been considered by government as important towards teachers effectiveness in Rivers State. It has observed that government does not pay teachers extra-gratia such as 13th month and this appears to have longing for better pay conditions. The study intends to investigate the veracity of these suspicions and observations and Rivers State government does not apply Performance Related Pay in ensuring that teachers in its employment are effective within and outside the classroom.

Aim and Objectives

The aim of the study was to investigate Performance Related Pay (PRP) and teachers' job effectiveness in public secondary schools in Rivers State; with the following specific objectives:

1. To determine the relationship between promotion and teacher job effectiveness in public secondary schools in Rivers State.
2. To find out how fringe benefits relate to teacher job effectiveness in public secondary schools in Rivers State.
3. To investigate if 13th month relates to teacher job effectiveness in public secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

1. How does promotion relate to teacher job effectiveness in public secondary schools in Rivers State?
2. How does fringe benefits relate to teacher job effectiveness in public secondary schools in Rivers State?
3. How does 13th Month relate to teacher job effectiveness in public secondary schools in Rivers State?

Null Hypotheses

The following null hypotheses guided the study:

1. There is no significant relationship between promotion and teacher job effectiveness in public secondary schools in Rivers State.
2. There is no significant relationship between fringe benefits and teacher job effectiveness in public secondary schools in Rivers State.
3. There is no significant relationship between 13th month and teacher job effectiveness in public secondary schools in Rivers State.

Conceptual Clarification

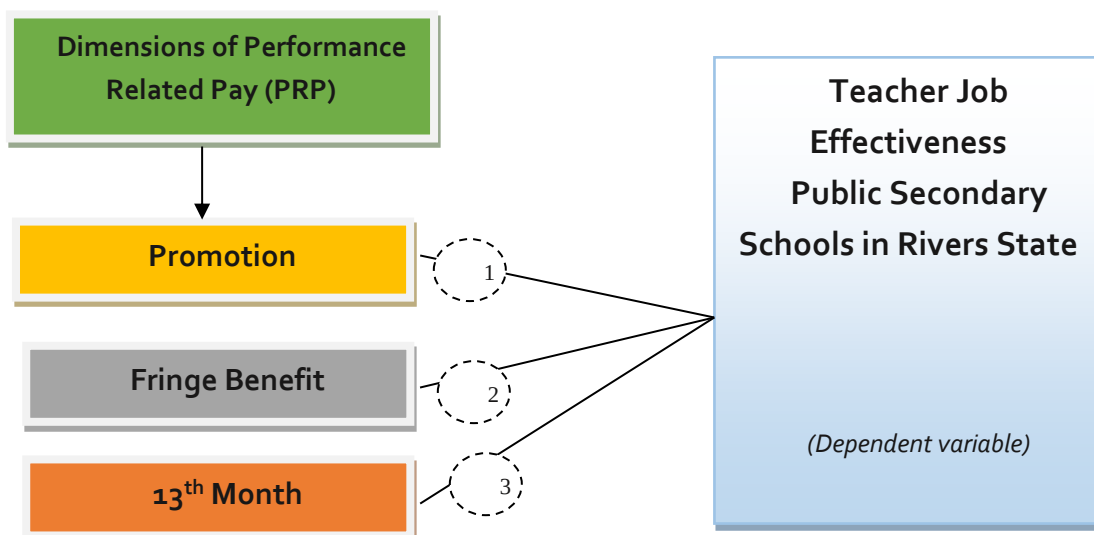


Fig. 1: Researchers' Guide, 2022

Concept of Performance Related Pay (PRP)

Dornyin, (2007), see Performance Related Pay (PRP) as providing individual employees with financial rewards linked to an assessment of their work performance, such as: sales commission, bonuses for reaching targets, piecework payments or financial profit sharing.

A performance related pay system can have its advantages and disadvantages. Some SFA members will praise its ability to focus employees on their goals and believe that the financial incentive encourages their teams to reach targets. Other members will feel that performance related pay is often poorly managed and can be a de-motivator which causes a pressurised and money driven culture (Luthan, 2019).

Many employers use this standards-based system for evaluating employees and for setting salaries. Standards-based methods have been in de facto use for centuries among commission-based sales staff: they receive a higher salary for selling more, and low performers do not earn enough to make keeping the job worthwhile even if they manage to keep the job. In effect, the salary would be re-evaluated up, or down, periodically (usually annually) based on the performance of the individual or team. The reward is the salary: with an expectation to be high on the pay band for high performance and low on the band for low performance (Eboh, 2015).

Kreithner, (2015) compared that performance-related pay rise system would see the reward given in the form of a pay rise. The better the performance of the individual or team the larger the rise, likewise, if the performance was poor the associated rise would be minimal, if any at all. The reward is the pay rise: with an expectation of a high pay rise for high performance and a low or zero rise for low performance.

Teacher Job Effectiveness

Obilade (2006) observed that the heart of teacher effectiveness is the teacher's ability to understand the individual profiles, the strengths and weaknesses, of every student in the classroom. Although data-driven instruction has long been a focus of districts across the country, the complex challenge of connecting student data to the appropriate instructional strategies and resources remains one of the greatest obstacles to teacher effectiveness. Curriculum-focused professional training and development helps provide teachers the "what" they need to provide in terms of classroom instruction.

However, the questions of "why" specific students require certain instructional resources and "when" those resources are needed are the key questions that will unlock schools' ability to empower teachers to obtain a level of effectiveness that will improve student outcomes (Obilade, 2006). Tyagi, (2009) revealed that teacher effectiveness begins with each teacher's ability to apply the instructional strategies and cover the appropriate material as outlined in the scope and sequence of the selected curriculum. Schools spend a significant amount of time in pedagogy-specific professional development, and with good reason. Consistent, high-quality instruction is directly affected by the teachers' level of pedagogical expertise, as well as their level of mastery using the instructional materials.

According to the National Council on Teacher Quality 2013 Teacher Prep Review, teachers' level of expertise can vary significantly, depending on the quality of their university teacher preparation program. Therefore, this important, foundational aspect of teacher effectiveness should not be overlooked. Still, far too many schools stop their teacher effectiveness efforts with product-focused professional development. This familiarizes teachers with "what" resources teachers use for instruction, but the questions remain in terms of "why" certain resources are needed for certain student profiles and "when" those resources should be integrated into instruction (Agi, 2019).

Promotion and Teacher Job Effectiveness

Nweke, (2021) stated that public secondary school teachers' promotion and assessment should be a major concern of government of Rivers State. Prior to the labor union movements of the early 20th century, employers cared little about employee welfare and instead thought of employee labor as something to be bought at the lowest price possible. In today's world, employers must be more careful to watch out for employee welfare. In short, employee welfare involves watching out for the good of all employees. Employers should seek several different objectives in promoting employee welfare. Promotion carries a high value in employee retention as a clear succession plan keeps the employee motivated to keep up a good performance and long term commitment with the company. Promotion also creates a sense of security among the existing employees. Employees want to feel recognized, valued, and engaged. One way to ensure you keep valuable employees is to promote them. In a large company, there may be many places where employees can move up. In smaller companies it may take some planning to reward your employees with a promotion. Here are five steps to help you retain your choice workers by promoting them (Joel, 2018).

Assess. Who do you have working for you that's doing a particularly good job? Who are your most vital employees? Take some time to assess their needs, goals and limitations. Regular feedback will help you discern which employees might be considering leaving. Why would they move on? It could be things outside your control, like health or family. Or it might be factors you can influence, work environment, pay, work hours, or boring work. In addition, a strong and well publicized succession plan will help you avoid employee dissatisfaction and costly turnover (Joel, 2018).

Evaluate. When you understand their concerns, you are in a better position to create the right environment that will encourage them to stay. Promotions are just one option.

A promotion will likely give them better pay. It will change the nature of their work. If that is their source of irritation, this is a great solution. On the other hand, suppose they need to work fewer hours and you know the management position your offer will require more hours. Then it's best to look at alternative ways to retain your employee. Perhaps a lateral shift or a repositioning of work load would make more sense.

Prepare. Once you have determined an employee would benefit from a promotion and it would be a good fit, you need to prepare the worker for the promotion. There are many strategies to consider, and executive job coaching may be a good place to start for your most talented prospects. There may be a gap in skills that needs to be corrected to ensure success after the promotion. Large gaps may call for training or structured courses. But the change in climate and position always entails some growth. Consider calling in mentors or executive coaches to groom your prospect for the advancement. Sometimes it may not be possible or advisable to promote immediately. However, you may increase employee retention just by the promise of a promotion. When a worker knows that the advancement is in the works, it gives them the same feelings of being valued and recognized as the actual promotion itself. Make sure there is a measurable timeline for the promotion. Do not just dangle it in the sometime or you will risk disillusioning your employee and increase their chances of moving out on you.

Consider intangibles as you promote your worker. In addition to a pay increase, what can you do to help them feel you respect them? Can you make a ceremony? Praise them in front of their new employees. All this will lead to staff retention and effectiveness (Joel, 2018). The primary concern of employee welfare promotion is to create happy employees. However, this type of objective has a greater purpose and is not always due to the benevolence of the employer. Instead, good employers both genuinely care for their employees and do so because they know that a happy employee is one

that will be productive and do his job correctly. In most cases it is not about retaining the employee but how well such employee performs duties. In careers like sales where production is essential to making money, employers who promote employee welfare know that employees will make more money for themselves and for the company (Joel, 2013).

Adebola (2016) reveals that one major reason to promote the well-being of an employee is that it can improve employee effectiveness. In the long run, employees who are taken care of by their employers are less likely to jump ship and change companies or careers. Even in situations where it might be possible to make more money with a different company, the employee who feels accepted and needed by their employer may not even consider other job offers when they come along. Because employee welfare deals specifically with the well-being of employees, employee welfare programs adopted by employers are more effective when the wants and wishes of employees are taken into consideration.

13th Month Salary and Teacher Job Effectiveness

Ajalabi (2007) stated that the payment, which usually takes place around December, is traditionally called Christmas bonus and the salary may be equivalent to one full month salary. However, the origin of 13th month payment or salary is believed to come from the fact that some months have five weeks instead of four. Meanwhile, the 13th-month salary is not new. It is believed to have been in practice in Italy as far back as the 1930s and it is called *Tredicesima mensilit*. The value of the 13th month payment is to enhance better staff performance and support them during the festive periods. It is to ensure that employees have money to spend during the end of year (Anyim, 2012). The countries where 13th month salary is mandated by law are Brazil, Guatemala, Puerto Rico, Chile, Columbia, Mexico, Costa Rica, Argentina, Uruguay and Philippines.

The payment is usually given to (permanent) employees, mainly in December. There is also an option to give in two installments, first in May and then November. While in countries like in Armenia and Nepal, the 13th month payment is not mandated by law but it is usually paid to employees at the same time with December month salary before the New Year holidays. Countries in Europe like Belgium, Italy, Spain, Germany, Cyprus, Greece, Finland, Sweden, Denmark, France, Switzerland, Portugal, Turkey and Austria have no unitary regulation, and the thirteenth salary is mostly regulated in collective agreement.

Meanwhile in Nigeria, the 13th-month salary or payment is not statutory. But it is alleged that some organisations in Nigeria practise it based on management approval, collective bargaining or by a contract of employment between employers and their employees. Under the Concurrent List, states in Nigeria are given some power to implement measures that could improve their workers' well-being. For example, Lagos state government extended the period of maternity leave to six months for women and approved paternity leave for male officers under the Lagos State civil service (Nweke, 2021). Some workers have wondered if 13th monthly salary is a bonus. However, if you are paid on a monthly basis, the 13th month salary (bonus) is a compulsory.

Fringe Benefits and Teacher Job Performance

Fringe benefit refers to an extra benefit supplementing an employee's money wage or salary, for example a company car, private healthcare, training, staff development (Obilade, 2006). Armstrong, (2012) also stated that in addition to the provision of a fair wage and salary to employees, certain fringe benefits are essential in productivity. These include leave bonus, retirement benefits and

pension plans. Peremodé (2013) expressed that cash bonuses serve as the most effective incentives that can enhance productivity most especially when such were based on productivity. He noted that where there are no cash bonuses beside the normal wages, productivity seems to be a low level. This level of benefit to staff is regarded as fringe benefit.

It is necessary to provide teachers' professional development in any organization, Teachers' professional development and training must be usual input and appropriate part of the schools management if teachers' would be performing their job effectively, motivated and get enough satisfaction from their organizations; this refers to the task provided for the teachers' at lower and upper management level within and outside schools environment. It is a teaching activity planned and initiated by an organization (Hanai, 2009). Nweke (2021) also viewed teachers' professional development refers to the aspect in managerial activities, which implies the teacher' training, workshops and seminars of a staffs in an organization to improve their regular performance in the schools.

he educational organizations, and their job satisfaction promotes teaching and learning. Employees demonstrate pleasurable, positive attitudes when they are satisfied with their job (Dornyi, 2007). Thus, high job satisfaction increases the productivity of an organization, in turn increasing the organizational performance. Compensation plays an important role in determining an employee's level of job satisfaction. Hanai, (2009), compensation is a fixed amount of money paid to an employee by an employer in exchange for a productive work performed. If individuals believe they are not compensated well, a state of emotional dissatisfaction develops. This emotional discrepancy grows and accumulates over time making employees to grumble as they render their service to the organization. Worse still, indicators such as absenteeism, turnover, go-slow, and strikes are experienced. Compensation has long been considered as one of the most important organizational rewards (Adesina, 2015) because it allows employees to obtain other rewards). Frederick Taylor (1911) was one of the earliest to recognize the motivating effects of pay when he proposed that workers put forth extra effort on the job to maximize their economic gains. Although this premise lost favor in the late 1920s with the emergence of the human relations school (Nweke, 2021), money remains the fundamental way that organizations reward employees. Despite the longstanding importance of pay, its impacts on employees' job satisfaction remains to be explained.

Theoretical Framework

The study is anchored on Victor Vroom's Expectancy theory. The expectancy theory, as opposed to the need theory, is a process theory. It relates to the diversity existing in the workplace as regards the opinions, thoughts and concerns of workers including their attitude and behaviors towards the job (Purvis, Zagenczyk & McCray, 2015; George & Jones, 2012). This theory specifically focuses on the personal evaluations of a workforce and their work place. It assesses the activities of workers based on their hopes and aspirations (Purvis, Zagenczyk & McCray, 2015). The theory identifies two major concerns; the first concern is that irrespective of various possible outcomes, workers are motivated to commit their efforts to an organization only if they are certain that the end result or outcome will realize a specific level of performance (George & Jones, 2012). This means that, if the members of a workforce lack faith in their ability to perform at a particular level, the inspiration to perform the job effectively will be low or lost (George & Jones, 2012).

The other concern is that workers would only be encouraged to perform at a particular level, if their performance at this level would bring about preferred outcomes (George & Jones, 2012). Schedlitzki & Edwards (2014) linked the path-goal theory to the assumptions of the expectancy

theory stating that workers have a tendency to perform effectively if they believe that they have the capability of fulfilling the assignment, achieving the expected outcome and that this expected outcome is of utmost value to them. The theory implies that workers will only be willing to put their energy to work if the outcome of both concerns is positive (George & Jones, 2012). This means that the positivity of an outcome is assumed to be associated with a specific action, as such the willingness of a workforce to perform is largely dependent on how positively inclined they view the outcome (Nweke, 2021). The theory outlines three key elements that determines a worker's level of motivation: valence, instrumentality, and expectancy.

Methodology

The correlational research design was adopted for the study. This research comprised of teachers in public secondary schools in Rivers State. The population is estimated at 7,123. Source: (Planning, Research and Statistics Department, Rivers State Schools Board, Port Harcourt, July, 2020). This study adopted the random stratified sampling technique to select 36 teachers in each of the 23 Local Government Areas in Rivers State, totaling 850 which is about 25% of the total population. The researcher used questionnaire instruments, titled, "Performance Related Pay and Teacher Job Effectiveness Questionnaire, (PRPTJEQ). The instrument was coded with modified 4 point Likert Scale of Strongly Agree (SA)= 4 Point, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagreed (VLE) = 1 point.

The instrument was subjected to face and content validation by presenting the instrument to an expert in Measure and Evaluation. All their suggestions, corrections, and recommendations were put into consideration in the final draft of the instrument. The scores obtained from the exercises were correlated using Crumbach Alpha (α) using SPSS version 23. Thus, the instrument was highly reliable with .973 > .71.

Out of 850 copies of questionnaires distributed, 800 representing 94% of the total copies of questionnaire distributed duly returned and completed and the study based its analysis on the 800 returned copies of questionnaire. The research questions were answered using mean and standard deviation at mean benchmark of 2.5 while Pearson Product Correlation Coefficient (PPMC) was to test the null hypotheses at 0.05 levels of significance.

Results

Research Question 1: How does promotion relate to teacher job effectiveness in public secondary schools in Rivers State?

Table 1: How promotion relates to teacher job effectiveness in public secondary schools in Rivers State

Descriptive Statistics				
S/N Items	N=800	Mean	Std. Deviation	Remark
1. Promotion is done on annual basis		1.3413	.47443	Disagreed
2. Promotions are implemented as soon as effected.		2.3150	1.31451	Disagreed
3. Annual increments are paid when it is not promotion year		1.8275	1.11772	Disagreed
Grand Mean		1.82	.968	Disagreed

Table 1 above showed in item 1 mean score of 1.34 and STD .47443 which implied that respondents disagreed that promotion is done on annual basis. In item 2 mean score of 2.3150 and STD 1.31451 implied that respondents disagreed that promotions are implemented as soon as effected. In item 3 mean score of 1.8275 and STD 1.11772 showed that respondents disagreed that annual increments are paid when it is not promotion year.

Thus aggregate mean score of $1.82 < 2.5$ showed that respondents disagreed on how promotion relates to teacher job effectiveness in public secondary schools in Rivers State.

Research Question 2: How does fringe benefits relate to teacher job effectiveness in public secondary schools in Rivers State?

Table 2: how fringe benefits relate to teacher job effectiveness in public secondary schools in Rivers State

Descriptive Statistics				
S/N Items	N=800	Mean	Std. Deviation	Remark
4. Trainings are organized for teachers intermittently		2.1325	1.12984	Disagreed
5. Teaching staff receive car loans		1.3575	.47956	Disagreed
6. Teachers have staff quarters provided by management		1.1725	.37805	Disagreed
7. Teachers are paid for working extra hours		2.4338	1.23289	Disagreed
Grand Mean		1.77	.805	Disagreed

Table 2 above showed in item 4 mean score of 2.1325 and STD 1.12984 which implied that respondents disagreed that trainings are organized for teachers intermittently. In item 5 mean score of 1.3575 and STD .47956 implied that teaching staff do not receive car loans. In item 6 mean score of 1.1725 and STD .37805 implied that respondents disagreed that teachers have staff quarters provided by management. In item 7 means score of 2.4338 and STD 1.23289 implied that respondents disagreed that teachers are paid for working extra hours.

Thus aggregate means score of $1.77 < 2.5$ showed that respondents disagreed on how fringe benefits relate to teacher job effectiveness in public secondary schools in Rivers State.

Research Question 3: How does 13th Month relate to teacher job effectiveness in public secondary schools in Rivers State?

Table 3: How 13th Month relate to teacher job effectiveness in public secondary schools in Rivers State

Descriptive Statistics				
S/N Items	N=800	Mean	Std. Deviation	Remark
8. Teachers receive salary after December salaries are paid		1.8975	1.13296	Disagreed
9. Staff receive work bonuses at the end of the year		2.0138	1.18862	Disagreed
10. Staff receive Christmas Bonus every December		1.3575	.47956	Disagreed
Grand Mean		1.76	.7001	Disagreed

Table 3 above showed in item 8 mean score of 1.8975 and STD 1.13296 which implied that respondents disagreed that teachers receive salary after December salaries are paid. In item 9 mean

score of 2.0138 and STD 1.18862 showed that Staff do not receive work bonuses at the end of the year. In item 10 mean score of 1.3575 and STD .47956 showed that respondents disagreed that staff receive Christmas Bonus every December.

Thus aggregate means score of 1.76<2.5 showed that respondents disagreed that 13th Month relate to teacher job effectiveness in public secondary schools in Rivers State.

Test of Hypotheses

Ho1: There is no significant relationship between promotion and teacher job effectiveness in public secondary schools in Rivers State.

Table 4: relationship between promotion and teacher job effectiveness in public secondary schools in Rivers State

Variables		Teacher Job Effectiveness			
		Item1	Item2	Item3	Item4
Promotion	Pearson Correlation	1	.083**	-.151**	.544**
	Sig. (2-tailed)		.002	.000	.000
	N	800	800	800	800
	Pearson Correlation	.083**	1	.600**	.475**
	Sig. (2-tailed)	.002		.000	.000
	N	800	800	800	800
	Pearson Correlation	-.151**	.600**	1	.039
	Sig. (2-tailed)	.000	.000		.150
	N	800	800	800	800
	Pearson Correlation	.544**	.475**	.039	1
	Sig. (2-tailed)	.000	.000	.000	
	N	800	800	800	800

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 above showed N-value of 800, correlation coefficient (Spearman rho) value of .039, p-value of .002<.05 which showed that there is significant relationship between promotion and teacher job effectiveness in public secondary schools in Rivers State. The null hypothesis is therefore rejected.

Ho2: There is no significant relationship between fringe benefits and teacher job effectiveness in public secondary schools in Rivers State

Table 6: relationship between fringe benefits and teacher job effectiveness in public secondary schools in Rivers State

Variables		Teacher Job Effectiveness			
		Item5	Item6	Item7	Item8
Fringe Benefits	Correlation Coefficient	1.000	.048	.613**	.805**
	Sig. (2-tailed)	.	.001	.000	.000
	N	800	800	800	800
	Correlation Coefficient	.048	1.000	.576**	.113**
	Sig. (2-tailed)	.001	.	.000	.000
	N	800	800	800	800
	Correlation Coefficient	.613**	.576**	1.000	.540**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	800	800	800	800
	Correlation Coefficient	.576**	.540**	.000	.000
	Sig. (2-tailed)	.000	.000	.000	.000
	N	800	800	800	800

Sig. (2-tailed)	.000	.000	.	.000
N	800	800	800	800
Correlation Coefficient	.805**	.113**	.540**	1.000
Sig. (2-tailed)	.000	.000	.000	.
N	800	800	800	800

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 above showed N-value of 800, coefficient value of .805, p-value of .001<.05 which showed that there is a significant relationship between fringe benefits and teacher job effectiveness in public secondary schools in Rivers State. The null hypothesis is therefore rejected.

H03: There is no significant relationship between 13th month and teacher job effectiveness in public secondary schools in Rivers State

Table 6: significant relationship between 13th month and teacher job effectiveness in public secondary schools in Rivers State

Variables		Teacher Job Effectiveness			
		Item9	Item10	Item11	Item12
13 th Month Salary	Correlation Coefficient	1.000	-.056*	.127**	.652**
	Sig. (2-tailed)	.	.040	.000	.000
	N	800	800	800	800
	Correlation Coefficient	.056*	1.000	.780**	.026
	Sig. (2-tailed)	.000	.	.000	.000
	N	800	800	800	800
	Correlation Coefficient	.127**	.780**	1.000	.233**
	Sig. (2-tailed)	.000	.000	.	.000
	N	800	800	800	800
	Correlation Coefficient	.652**	.026	.233**	1.000
	Sig. (2-tailed)	.000	.003	.000	.
	N	800	800	800	800

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 above showed n-value of 800, coefficient value of .652, p-value of .003<.05 which showed that there is a significant relationship between 13th month and teacher job effectiveness in public secondary schools in Rivers State. The null hypothesis is therefore rejected.

Summary of Findings

The findings of the study are hereunder listed:

1. There is a significant relationship between promotion and teacher job effectiveness in public secondary schools in Rivers State.
2. Respondents disagreed on how promotion relates to teacher job effectiveness in public secondary schools in Rivers State.
3. There is a significant relationship between fringe benefits and teacher job effectiveness in public secondary schools in Rivers State.
4. Respondents disagreed on how fringe benefits relates to teacher job effectiveness in public secondary schools in Rivers State

5. There is a significant relationship between 13th month and teacher job effectiveness in public secondary schools in Rivers State.
6. Respondents disagreed on how 13th month relates to teacher job effectiveness in public secondary schools in Rivers State.

Discussion of Findings

The findings of the study are hereunder discussed:

Promotion and Teacher Job Effectiveness

The findings of the study revealed that there is a significant relationship between promotion and teacher job effectiveness in public secondary schools in Rivers State. Nweke, (2021) stated that public secondary school teachers' promotion and assessment should be a major concern of government of Rivers State. Prior to the labor union movements of the early 20th century, employers cared little about employee welfare and instead thought of employee labor as something to be bought at the lowest price possible. In today's world, employers must be more careful to watch out for employee welfare. In short, employee welfare involves watching out for the good of all employees. Employers should seek several different objectives in promoting employee welfare. Promotion carries a high value in employee retention as a clear succession plan keeps the employee motivated to keep up a good performance and long term commitment with the company. Promotion also creates a sense of security among the existing employees. Employees want to feel recognized, valued, and engaged. One way to ensure you keep valuable employees is to promote them. In a large company, there may be many places where employees can move up. In smaller companies it may take some planning to reward your employees with a promotion. Here are five steps to help you retain your choice workers by promoting them (Joel, 2018).

Fringe Benefits and Teacher Job Effectiveness

The study revealed that there is a significant relationship between fringe benefits and teacher job effectiveness in public secondary schools in Rivers State. Armstrong, (2012) also stated that in addition to the provision of a fair wage and salary to employees, certain fringe benefits are essential in productivity. These include leave bonus, retirement benefits and pension plans. Peremodé (2013) expressed that cash bonuses serve as the most effective incentives that can enhance productivity most especially when such were based on productivity. He noted that where there are no cash bonuses beside the normal wages, productivity seems to be a low level. This level of benefit to staff is regarded as fringe benefit.

13th Month and Teacher Job Effectiveness

The study revealed that there is a significant relationship between 13th month and teacher job effectiveness in public secondary schools in Rivers State. The value of the 13th month payment is to enhance better staff performance and support them during the festive periods. Anyim, (2012), aligned with the findings stating that 13th month is to ensure that employees have money to spend during the end of year. The countries where 13th month salary is mandated by law are Brazil, Guatemala, Puerto Rico, Chile, Columbia, Mexico, Costa Rica, Argentina, Uruguay and Philippines. The payment is usually given to (permanent) employees, mainly in December. There is also an option to give in two installments, first in May and then November. While in countries like in Armenia and

Nepal, the 13th month payment is not mandated by law but it is usually paid to employees at the same time with December month salary before the New Year holidays. Countries in Europe like Belgium, Italy, Spain, Germany, Cyprus, Greece, Finland, Sweden, Denmark, France, Switzerland, Portugal, Turkey and Austria have no unitary regulation, and the thirteenth salary is mostly regulated in collective agreement.

Conclusion

The study reached that Performance Related Pay (PRP) has a significant relationship with teacher job effectiveness in public secondary schools in Rivers State. This implies that the diameter of promotion encourages staff effectiveness. It also means that staff morale can be enhanced when trainings, sponsorship to workshops/conferences, additional work pay are added to staff as fringe benefits. Teachers' job can also be enhanced when they are paid extra salary after the December salary. Staff who receive 13th month are encouraged to work better in the coming year.

Recommendations

Based on the findings of the study, the following recommendations have been made:

1. Government should begin effective promotion of teachers in public secondary schools in Rivers State
2. Fringe benefits such as car loans, accommodations should be provided teachers by government from to enable them perform better in their job roles.
3. Government of Rivers State should be more prudent in its expenditure by accommodating teachers' 13th month salary in its annual budget.

References

- Adesina S. (2015). *Educational Finance in Nigeria: Introduction to Educational Planning*. Ile – Ife University of Ife Press.
- Agi, K. O. (2019). Theory of cognitive dissonance. Evanston. *Journal of educational studies* pp 89-100 (1)
- Ajalabi A. (2009). Audio-Visual Aids at work. *Tell Magazines* Vol. 34 Number 11.
- Akerele, A. (2001). Role of labour in productivity. *Nigeria Journal of Industrial Relation*, 5, 50-66
- Akerele, A. (2012). Role of labour in productivity. *Nigeria Journal of Industrial Relation*, 5, 50-58.
- Anyim, B. (2012), *A handbook on the importance of finance in schools*. New Africa Publishing Co. Ltd.
- Campbell T., Donnette, K, Weick Y. & Wagner, A. A. (2010). Effect of motivators and hygiene factors on job performance among extension workers in the former Western State of Nigeria!. *The Quarterly Journal of Adi ' ' ation*, 12 (1).45-54.
- Dornyei, D.K. (2007), "What's wrong with these employees?" *Business Horizons*, 34(5) 45-49
- Eboh, D. (1998 18th February) , A key note address. *Tell magazines* Number 22.
- Evenson, R. (2003), "Motivating to develop an all-star team," *American Salesman*, 48 (10) .21–27.
- Federal Republic of Nigeria (1981), National Policy on Education. Federal Ministry of Information.
- Hanai, R.Y. (2009). Salesman's response to financial incentives: an empirical study. *Journal of Marketing Research*, 11 (3), 8 - 426.
- James, C. (2014). *The warning signs of a demotivated workforce*. LinkedIn, retrieved on May 12, 2017 from https://www.youtube.com/watch?v=ZIVT_9LUJMc
- Kreitner, R., (2005). *Foundations of management: basics and best practices*, Houghton Mifflin Company.
- Lustgarten, A., (2004). Harley-Davidson. *Fortune*, 149(1), 76.
- Luthans F.C (2019), *Organizational Behaviour*. Mc Graw Hill Ltd.
- Management Executive*, 9, 21-29.
- Nweke, E. O. (2021). *Staff retention strategies and teacher job effectiveness*. PhD thesis submitted to the Post graduate school, Ignatius Ajuru University of Education.

- Nzewi, M. D. (2009). Empowerment: A matter of degree. *Academy of professional teachers*.
- Obilade S.O (2006), The Principles and Administrative Effectiveness in the Nigeria Educational System. *African Journal of Educational Management*. Vol. 1 Number 1
- Peremodé, E. (2015). The empowerment process: Integrating theory and practice. *Academy of Management Review*, 13, 471-482.
- Tyagi, P.K. (1982), Perceived organizational climate and the process of salesperson motivation," *Journal of Marketing Research*, 19(2) 240–254.
- Tyagi, P.K. (2009), "Perceived organizational climate and the process of salesperson motivation, *Journal of Marketing Research*, 19(2) 240-254.
- Waitley D. (1996), *The new dynamic of goals setting*; Flexistics for a fast –changing world. Williams morrow press.
- Wale O.C (1985 12th April), "Teachers tale of Woe". News Watch Magazine Vol. 1 number 19.